



Eine Publikation der

**TECHNOLOGIE
STIFTUNG
BERLIN**

Open Education in Berlin: Benchmark und Potentiale

ENGLISH SUMMARY

Thesis and research questions: The global idea of open educational resources (OER) as open, free and equal access to educational materials still awaits its implementation on the local level in Germany. Based on the political commitment to advancing OER in Berlin, this study examines two questions: How does the OER situation in Berlin compare to the situation in other German federal states? Where could specific OER measures be applied, given the frequently confusing, convoluted framework of school and university administrations' areas of competence?

OER benchmarks - actual situation in Berlin: Rough analysis based on data collected as part of the Digital Openness Index ([do:index]) research project, which dealt with more than OER:

- 80% of all questions on specific OER activities in various areas (administration, schools and universities) were answered negatively. OER is still not part of everyday education in Germany.
- There are major differences among the federal states. Berlin, Brandenburg and Lower Saxony are at the top, with more than three documented OER activities each. In most of the other federal states, the activities are limited to offering learning materials and massive open online courses (MOOC) that are free of charge but not published under an open license.
- With six positive answers each, Berlin and Brandenburg are the federal states with the greatest OER activity, yet both of them responded negatively to over half of the questions on OER activities.

In Berlin, the first basic projects such as supplying information on OER have already been initiated. Programmes for anchoring OER more deeply within institutions would be the logical next step.

Study method: The primary basis for assessing OER potential and the development of a recommended action plan are 19 structured interviews with 22 experts, including professionals from the Berliner Senatsverwaltung für Bildung, Jugend und Wissenschaft (Berlin Senate Administration for Education,

Youth and Science, SenBJW), the Landesinstitut für Schule und Medien Berlin-Brandenburg (State Institute for School and Media Berlin-Brandenburg, LISUM), iMINT-Akademie (iMINT Academy), the principals and department heads of various types of schools, representatives of Berlin universities (FU, HU, TU, HTW and Beuth) and publishers of educational media.

Recommendations for OER in schools: For schools, three interdependent steps to foster OER in Berlin were developed:

Stage 1 'Fertilise the grassroots': Clear commitment to OER on the part of the SenBJW, organisation of OER competitions, OER as focus theme for teacher further training and the nomination and training of OER contacts at schools.

Stage 2 'Mainstream OER': Development of teaching-plan-compatible OER teaching materials for an intermediate-level MINT subject, SenBJW publishes a criteria catalogue for OER teaching materials to facilitate OER pre-financing as part of the existing, decentralised use of teaching material budgets.

Stage 3 'Top priority for OER': Creation of an OER staff unit in SenBJW, development of a Berlin OER portal plus monetary incentives for financial participation in OER pre-financing by schools in the form of an OER bonus.

Recommendations for OER in university contexts: The dual autonomy of universities/university libraries and teachers makes it difficult to control the situation directly from the political side. Nevertheless, some specific support options have been identified:

- Support programmes for OER teaching in line with international and national models (those of some American states as an example of the former and the Stifterverband and Iversity MOOC competition of the latter).

- Facilitating the integration of OER support in existing learning platforms and course management systems such as Moodle or Blackboard.
- Setting up an office for OER in universities within the SenBJW and requesting universities to create clear lines of responsibility for OER.

Other recommended actions: In addition to the specific recommendations related to the situation in Berlin, two main focal areas whose importance and feasibility put them at a national level instead of a state level have become obvious:

- Modernising copyright provisions by implementing a general exception for education and science (see: De la Durantaye, 2014)
- Implementing expanded studies on the themes of OER business models, OER cooperation between federal states and OER pilot projects

Prof. Leonhard Dobusch and his team conducted the study commissioned by Technologiestiftung Berlin. Prof. Dobusch is Assistant Professor of Organisation Theory in the Department of Management at Freie Universität Berlin.

The study is available in German.
www.technologiestiftung-berlin.de/publikationen

Contact:

Technologiestiftung Berlin, Dr. Dieter Müller,
Fasanenstraße 85, 10623 Berlin, +49 30 46 302 555
mueller@technologiestiftung-berlin.de